

2018-2019

EPP Bachelor Performance Report

Wake Forest University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Founded in 1834, Wake Forest University is a private university located in Winston-Salem, N.C., with more than 8,000 students. The undergraduate population of more than 5,100 hails from 49 states and more than 50 foreign countries.

Our motto, Pro Humanitate (For Humanity), is a calling to use our knowledge, talents and compassion to better the lives of others. We seek to educate together persons of both sexes and from a wide range of backgrounds - racial, ethnic, religious, geographical, socioeconomic, and cultural. In 2008, the university stopped requiring a standardized test score for undergraduate admission, a decision that has delivered a more diverse student body.

Special Characteristics

Wake Forest is a distinctive university that combines a liberal arts core with graduate and professional schools and innovative research programs. The University embraces the teacher-scholar ideal, valuing personal interaction between students and faculty. It is a place where exceptional teaching, fundamental research and discovery, and the engagement of faculty and students in the classroom and the laboratory are paramount. Wake Forest is a place where a vibrant and diverse learning community weds knowledge, experiences and service that lift the human spirit. It is an accredited member of Southern Association of Colleges.

Program Areas and Levels Offered

Wake Forest offers Undergraduate Initial Licensure programs in Elementary Education and in Secondary Education. The secondary programs are in the following content areas: English, Math, Science and Social Studies.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All of our licensure candidates are prepared to effectively teach students with disabilities. First, this topic is integrated into the required Learning and Cognitive Science course (EDU 311). In learning how students learn, our candidates acquire comprehensive knowledge of learning differences. The required Teaching Diverse Learners course (EDU 395) also addresses special needs students and strategies for meeting their unique needs in the regular classroom. This skill is further developed in each of the methods courses required of all licensure students. Secondary education candidates participate in multiple special needs mini-courses during the January seminars, taught by local clinical specialists. Elementary education candidates take an additional special needs focused course, Teaching Exceptional Children (EDU 312). All candidates attend to special populations during the Student Teaching Internship, and include documentation of this experience in their required edTPA portfolio. We do not offer a special education license.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Preparation for teaching students of limited English proficiency is similar to the special needs experiences listed above. Special emphasis on English-language learners occurs in the Teaching Diverse Learners course (EDU 395) and in all of the methods courses. Use of language is an emphasis in the edTPA assessment and all candidates include documentation of their work with students of limited English proficiency in this portfolio.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the

principals of university design for learning.

All licensure candidates are required to complete a course entitled Instructional Design, Assessment, and Technology (EDU 307). This course provides important knowledge and skills used in designing lessons for their subject and grade level. Universal Design for Learning is a key component of this planning process, as well as the TPACK model for technology integration.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

A further goal of the EDU 307 course mentioned above is that candidates become knowledgeable and skilled in classroom assessments. They practice collecting, managing, and analyzing student data.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary candidates are required to take Elementary School Curriculum (EDU 293) where the integration of arts is a prominent component of the syllabus.

Explain how your program(s) and unit conduct self-study.

A comprehensive quality assurance system, called Wake EDucation Assessment (WEDA), involves collection and analysis of multiple data sets providing information and supporting continuous improvement.

The primary measure of candidate learning outcomes is edTPA. This performance assessment is required of all licensure candidates and is completed during the Student Teaching Internship. Commentaries, artifacts, and classroom videos are scored externally, and a minimum score is required for the candidate to be eligible for a NC license. Additional candidate progress measures include proprietary tests, EPP-constructed measures, and grade point average.

Completer outcomes are assessed by Completer and Employer Surveys which are administered one and three years after graduation. Another measure of completer achievement is the Value Added data sent to the EPP from the North Carolina Department of Public Instruction (NCDPI) and analyzed by EPP faculty.

The quality assurance system follows a clear procedure for regularly and systematically analyzing data to assess performance against goals and objectives as well as to test effects of program changes and innovations. Each faculty member reviews data from his or her program, including edTPA results. The program coordinators organize meetings of their program faculty where the data are discussed and conclusions are drawn, and a report is prepared which includes action items suggested by the data, and review and evaluation of recent changes. These reports are discussed at the Annual Assessment Retreat, which is scheduled in the fall of each year. After additional faculty discussion and input, the Assessment Committee reviews the reports and generates recommendations for the department faculty.

Additionally, Wake Forest University requires each department to conduct an extensive Self-Study Review every ten years. This process involves all department personnel considering and responding to a set of descriptive and reflective questions about the department. After discussion and consensus, this response becomes the departmental report. This report, along with interviews and observations, is then analyzed by an Internal Committee made up of university faculty outside the department, and an External Committee made up of educators from peer institutions. The Internal and External reports are considered by the Department, responses are offered, and a MOU is generated with university administration.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Elementary Undergraduate:

Field Lab I – EDU 201L (20 hours- 15 weeks)

Teaching Diverse Learners – EDU 395 – Low Performing School (20 hours – 15 weeks)

Methodology and Management Lab - EDU 203 (30 hours – 15 weeks)

Student Teaching - EDU 250 (16 weeks)

Teaching Exceptional Children – EDU 312 (30 hours – 15 weeks)

Secondary Undergraduate:

- Field Lab I – EDU 201L (20 hours- 15 weeks)
- Introduction to Secondary Education - EDU 309L (30 hours – 15 weeks)
- Teaching Diverse Learners – EDU 395 – Low Performing School (20 hours – 15 weeks)
- Student Teaching -EDU 364L (16 weeks)

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Elementary student teaching occurs in the fall semester and includes the beginning of the school year and the end of the second grading period prior to the winter break.

Secondary student teaching includes the beginning of the second semester in January. This is equivalent to the beginning of the school year for block classes.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	STEM at Wake, Winston Salem Forsyth County Schools and Stokes County Schools
Start and End Dates	April 3rd, 2019
Priorities Identified in Collaboration with LEAs/Schools	To expose high school students to STEM subjects and careers.
Number of Participants	150 High School Students
Activities and/or Programs Implemented to Address the Priorities	Students participate in mini laboratory sessions in physics, chemistry, biology, health and exercise science, engineering, mathematics and computer science.
Summary of the Outcome of the Activities and/or Programs	Students engaged with faculty and staff on campus and were exposed to various experiments and activities related to STEM.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Moore Magnet School, Winston Salem Forsyth Co Schools
Start and End Dates	August, 2018 - May, 2019 and ongoing
Priorities Identified in Collaboration with LEAs/Schools	Provide comprehensive instruction in literacy for all students, grades K-5
Number of Participants	73 teachers, assistants and administrators

Activities and/or Programs Implemented to Address the Priorities	After an initial all day workshop in August with all school personnel, Pat Cunningham met with all teachers in grade level groups and did walk throughs in all classrooms along with the principal and curriculum coordinator.
Summary of the Outcome of the Activities and/or Programs	Walk throughs indicated that teachers were implementing some of the literacy best practices
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sports Literacy Program at Paisley IB Magnet School
Start and End Dates	August 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	To support students through academic, social, and community engagement. To empower students who are interested in sports to read and write for enjoyment. To explore social issues that affect the lives of adolescents and young adults through literature. To improve literacy skills and practices that support student learning across content areas.
Number of Participants	10 middle school students
Activities and/or Programs Implemented to Address the Priorities	Weekly after-school meetings and book discussions
Summary of the Outcome of the Activities and/or Programs	Through social activities and sports-related young adult literature, students had an opportunity to explore the world around them, including academic objectives and social pressures that are part of the transition to high school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	edCamp336 with Winston-Salem/Forsyth County Schools
Start and End Dates	March 23rd, 2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development for local pre-service and in-service teachers
Number of Participants	100 Teachers
Activities and/or Programs Implemented to Address the Priorities	Unconference format. Session ranged from family/community engagement to standards-based grading to strategies for increasing engagement to social/emotional development. For a complete list of sessions, see this link: https://wsfcs.learning.powerschool.com/4384577168/edcamp336/cms_page/view/30587989
Summary of the Outcome of the Activities and/or Programs	Approximately 100 university students, teachers, administrators, and central office professionals took part in edCamp336. All attendees participated in three sessions and had opportunities to collaborate and learn from educators from Winston-Salem/Forsyth County Schools and the surrounding areas. Feedback was extremely positive, and multiple teachers felt they took away ideas they could implement in their classrooms the following week.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Emerging Teacher Leaders Network (ETLN) Conference with alumni teachers from multiple school systems across North Carolina and other states, including Winston-Salem/Forsyth County Schools
Start and End Dates	March 23rd, 2019

Priorities Identified in Collaboration with LEAs/Schools	An opportunity for professional development and networking for pre-service and in-service teachers.
Number of Participants	30 pre-service and in-service teachers
Activities and/or Programs Implemented to Address the Priorities	Conference sessions included annual leadership speakers and content area breakout session.
Summary of the Outcome of the Activities and/or Programs	Professional development and networking for pre-service and in-service teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Partnership with the College Board to serve AP teachers in North Carolina as well as around the world
Start and End Dates	June 11 - 15, 2018
Priorities Identified in Collaboration with LEAs/Schools	Subject-specific professional development opportunities to provide teachers with the support and training needed to teach AP courses.
Number of Participants	225 Teachers
Activities and/or Programs Implemented to Address the Priorities	Week long conference taught by College Board certified experts in the field.
Summary of the Outcome of the Activities and/or Programs	Teachers are certified to teach AP subjects.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem Forsyth County Schools
Start and End Dates	May 30-June 1, 2019
Priorities Identified in Collaboration with LEAs/Schools	End-of-Course examinations proctoring
Number of Participants	11 teachers
Activities and/or Programs Implemented to Address the Priorities	Proctoring exams for elementary and middle school students
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Duke Energy Science Night at Old Town Elementary School
Start and End Dates	April 19th, 2019
Priorities Identified in Collaboration with LEAs/Schools	To get elementary students interested in science. To allow parents to be involved in their student's education. To provide an opportunity for WFU students to participate in another aspect of education.
Number of Participants	8 WFU students, around 500 students and parents from Old Town
Activities and/or Programs Implemented to Address the Priorities	The WFU students led stations with science experiments that the Old Town students were able to explore with their parents.

Summary of the Outcome of the Activities and/or Programs	Old Town teachers expressed that the night was very successful. The Old Town students and parents were able to explore the activities that the WFU students led. The WFU students reflected that the opportunity opened their eyes to another side of teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Teacher Residency
Start and End Dates	In progress
Priorities Identified in Collaboration with LEAs/Schools	Winston-Salem Teacher Residency (WSTR) is a community-based model of teacher preparation whose mission is to recruit, prepare, support, and empower the next generation of K-12 teachers to work in high-need schools within Winston-Salem/Forsyth County Schools.
Number of Participants	Representatives from WFU, WSFCS, Winston-Salem State University and Salem College
Activities and/or Programs Implemented to Address the Priorities	Meetings related to federal grant application to support teacher residency
Summary of the Outcome of the Activities and/or Programs	Collaborative proposal submitted for US Department of Education Teacher Quality Grant
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wolfpack Works, a collaborative at North Carolina State University
Start and End Dates	June, 2018 - May, 2019 and ongoing
Priorities Identified in Collaboration with LEAs/Schools	Training in literacy for beginning teachers
Number of Participants	K-2 teachers in 17 districts
Activities and/or Programs Implemented to Address the Priorities	Made videos and contributed resources to modules being developed for beginning teachers in high-poverty districts
Summary of the Outcome of the Activities and/or Programs	Hundreds of teachers have completed the modules and are working to implement best practices in their classrooms
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Movement for Men
Start and End Dates	August - December 2019
Priorities Identified in Collaboration with LEAs/Schools	Too often in K-12 schools, language and literacy learning take place in static environments devoid of active, physical engagement. With this in mind, DCE 122: Movement for Men section was taught with an education focus, including a regular field experience in a local elementary school.
Number of Participants	16 WFU students and 125 fourth graders at Brunson Elementary School
Activities and/or Programs Implemented to Address the Priorities	In this beginning-level dance class, students engaged in readings and movement activities that connected poetry, dance, visual imagery, multimodal literacies, physical literacy, brain-based learning, and student-athlete identity.

Summary of the Outcome of the Activities and/or Programs	Over the course of the semester, DCE 122 students worked in groups of four to craft performances and later teach language and movement activities centered on poetry from <i>The Crossover</i> by Kwame Alexander, sports photographs from the Wake Forest art collection taken by photographer Walter Iooss, and their own creative writing in the forms of “I Am” poems.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WFU Freedom School
Start and End Dates	June 24th - July 31st, 2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	94 students 3rd-8th grade
Activities and/or Programs Implemented to Address the Priorities	Reading enrichment to prevent summer reading loss
Summary of the Outcome of the Activities and/or Programs	Students are partnered with recent college students to participate in daily curriculum focused by grade level

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	14
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	1
African-American	0
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	14
Multi-Racial	0
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	2

	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino	1	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	23
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	27
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	3	7				
MG						
Secondary	1	3				
Special Subjects						
EC						
VocEd						
Special Services						
Total	4	10	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Wake Forest	17	59	35
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	147
Wake County Schools	39
Guilford County Schools	36
Charlotte-Mecklenburg Schools	32

Davidson County Schools	20
Durham Public Schools	10
Davie County Schools	8
Henderson County Schools	8
Johnston County Public Schools	8
Iredell-Statesville Schools	7

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,341.58
MEAN SAT-Math	642.73
MEAN SAT-Verbal	647.27
MEAN ACT Composite	28.67
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.42
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	8	2	2	*	2	*	2	*
English	2	1	1	*	1	*	1	*
Math (grades 9-12)	2	1	1	*	1	*	1	*
Biology	1	1	1	*	1	*	1	*
Social Studies (grades 9-12)	6	5	5	100	5	100	5	100
French	2	1	1	*	1	*	1	*
Spanish	2							
Institution Summary	23	11	11	100	11	100	11	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Time from admission into professional teacher education program						
Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	14	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
14	0	1

J. Field Supervisors to Students Ratio (include both internships and residencies)

3:7

K. Teacher Effectiveness

Institution: Wake Forest University
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds

a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	75.0%	N/A	N/A	24	23
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	62.5%	29.2%	N/A	24	23
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	70.8%	20.8%	N/A	24	23
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	87.5%	N/A	N/A	24	23
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	66.7%	25.0%	N/A	24	23
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877

Student Growth: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing	
Inst. Level:	32.0%	56.0%	N/A	25	22	
State Level:	22.0%	64.7%	13.0%	6,228	3,076	